

3.4 GERMAN (502)

German is examined in the following three papers;

Paper 1 (502/1) - This paper tests Listening and Writing Skills (Functional and Creative Writing Skills)

Paper 2 (502/2) - This paper tests Grammar and Reading Comprehension

Paper 3 (502/3) - This paper tests Reading and Oral skills (communication skills) this includes Intonation and Pronunciation.

3.4.1 CANDIDATES' GENERAL PERFORMANCE

The table below shows the performance of candidates in German in the years 2017, 2018, 2019 and 2020

Table 12 Candidates Overall Performance in German for the last four years

YEAR	PAPER	CANDIDATURE	MAX SCORE	MEAN SCORE	STANDARD DEVIATION
2017	1		35		
	2		40		
	3		25		
	Overall	687	100	57.57	14.75
2018	1		35	19.79	3.9
	2		40	23.41	5.04
	3		25	17.1	7.46
	Overall	775	100	60.30	14.28
2019	1		35		
	2		40		
	3		25		
	Overall	830	100	59.27	13.83
2020	1	991	35	19.26	5.03
	2	991	40	22.96	7.73
	3	972	25	17.92	3.63
			100	59.73	14.9

The following observations can be made from the table above:

- (i) The general performance of the candidates in the year 2020 has improved from year 2019. The subject mean is higher by **0.46%**.
- (ii) The candidature has gone up by 162 candidates from the previous year 2019. This is a positive trend. The number of female candidates who sat for the German paper went up from 471 to 620 while the male candidature went up by 61 candidates. This is from 359 to 372 candidates. The Mean score for both boys and girls is comparable at **59.04** and **60.88** respectively.

3.4.2 German Paper 1 (502/1) – LISTENING COMPREHENSION AND COMPOSITION

This paper tests Listening skills, Writing skills and Vocabulary. **Section I**, tests general, selective and detailed listening and **Section II** tests writing skills and vocabulary. This paper carries 35 marks whereby Section 1 has 15 and Section II on Composition has 20 Marks. The paper takes 2 hours.

In **section I**, the candidate is expected to listen to four recorded passages and then answer accompanying questions. It is expected that the candidate will effortlessly understand the spoken German Language. The candidate can use a variety of listening strategies to achieve text comprehension, including paying attention to key points and checking comprehension using contextual clues. At Form 4 level, it is expected that the candidate is proficient at using contextual, grammatical and lexical clues to derive attitudes, moods and the intentions and anticipate the sequel (recorded work)

A brief highlight of Section I: Listening Comprehension

(15 marks)

Passage 1

The scene was at an airport. The candidate was expected to listen to the recorded passage and answer the questions given.

1. Which day did one of the characters want a flight?

Answer: He wanted a flight for Friday./He was to fly on Friday.

2. How much did the ticket cost?

Answer: It cost 150 Euros 50 cents

Answers in German language

1. Am Freitag / Er fliegt am Freitag.
2. Er kostet €150,50

(1 mark)

(1 mark)

Passage 2

The scene was a Hotel reception. The candidate was expected to listen to the recorded passage before answering the questions:

Question and answers for the passage in English

3. What room was the guest allocated?

Answer: Room B53

4. Where was the room/which floor?

Answer: Second floor

5. How long was the guest staying?

Answer: 4 nights

Answers for Passage 2 in German Language

3. B53
4. 2.Etage/ Auf der zweiten Etage
5. Vier (4) Nächte

(1 mark)

(1 mark)

(1 mark)

Passage 3

The candidate was to listen out and answer whether the statements are True (Richtig) or False (Falsch).

Richtig	(1 mark)
Falsch	(1 mark)
Falsch	(1 mark)
Richtig	(1 mark)
Richtig	(1 mark)
Falsch	(1 mark)

Passage 4

The setting is at a railway or tram station. The character is asking for directions to get to a certain place.

Answers to passage 4 in English Language;

12. Frankfurter station.
13. The suitcase is very heavy.
14. Five minutes.
15. Wait ten minutes for the tram / alight at Tannenstraße (Tannen Street)

Answers in German Language;

12. Frankfurter Hof. (1 mark)
13. Der Koffer ist zu schwer. (1 mark)
14. Fünf (5) Minuten. (1 mark)
15. 10 Minuten auf Straßenbahn warten
/ in der Tannenstraße aussteigen (1 mark)

In section II, the candidates were expected to write a composition of about 220-250 words on any one of the given topics given.

In 2020 the following topics were provided:

1. This was a friendly letter to a pen pal in Germany who wants to spend a vacation in the candidate's homeland/country. The candidate was expected to write about: vacation/holiday spots to choose from, interesting activities they can do together, available accommodation spots and places to have meals and which people they will meet.
2. The candidate was expected to assume the role of a student who has returned from Germany after attending a language course. The candidate was expected to write a letter to Mr. Weber thanking him and his family for their hospitality, explain why he/she took long to write after returning, describe what he/she is doing currently, how the course has helped and give reasons as to whether he/she will continue learning German or not.
3. The third letter is to a host family in Germany. The candidate was expected to assume the role of a student who attended a three-month language course and has returned to the country. The candidate was expected to thank the host family for their hospitality, explain why he/she took time in writing, what he/she is currently doing, discuss plans for the near future and whether or not they will continue learning German.

- The last composition was a creative essay where candidates were given an introductory statement and were required to come up with an essay.

It was a hot afternoon and I was lying on the sofa watching television. Suddenly my cellphone rang.....

Weaknesses

The **Listening Comprehension** had four passages where the candidates were required to listen to specific information as told by different people, pick out identities/names and activities. Some candidates displayed inability to pick out names and numbers, assigning activities to the specific actors, identifying synonymous information and following instructions.

In **Composition writing**, there was inability to keep to the word limit and to tell a story creatively. There was a slight decline in performance of this paper as compared to that of last year. The mean dropped from 20.47 to 19.26.

Advice to teachers

Grammar should be taught through integration and not just on its own to help the students better grasp the concept and rules of the language.

Students should be exposed to fairy tales as early as possible for them to be familiar with the language used and how to handle questions.

Teachers should strive to guide their students on how to answer reading comprehension questions without lifting answers directly from text but rather their own interpretation of the texts.

To develop an ear that hears German sounds and recognises them, exposure to more authentic conversations and real life dialogues is the key to improve performance in this paper. Teachers are encouraged to be stricter with grammar correctness when marking students work in listening comprehension and composition to reduce careless mistakes.

Teachers ought to confront students with more non guided essays to develop creativity. The teachers should ensure that the learners follow instructions and compositions are within the prescribed word limit. Learners should also be exposed to more written German literature and creative texts.

3.4.3 German Paper 2 (502/2) GRAMMAR AND READING COMPREHENSION

This paper tests the understanding and application of grammatical rules and reading skills. These two form section I and II; **Grammar in section I and Reading comprehension in Section II**. In **Section I**, the candidates are expected to fill in blanks in given sentences, combine or change sentences according to their grammatical structure and/or rewrite sentences in accordance to the instructions. In **Section II**, the ability to extract information from the two texts is tested. Specifically, candidates are expected to read and respond to questions on a fictional and non-fictional text. Each of the sections carries **20 marks**. Therefore, the total score for this paper is **40**. There is slight improvement in the mean score from 21.74 in 2019 to 22.96 in 2020.

Weaknesses

Section I – Most candidates demonstrated paucity in their understanding and application of rules of German grammar in this section. This can be attributed to lack of practice.

Section II –The candidates were required to handle two texts, one factual and one creative testing their ability to get information from written texts. This section was performed better by majority of candidates than Section I. Some candidates were however unable to handle the questions.

Advice to teachers

In grammar items, practice is the only solution. Teachers should expose students to more exercises and ensure application through speaking and writing to ensure the grammar correctness is fully understood. Students need to internalize the rules that govern the formation of sentences in various situations and allocate time to study German and not relegate it to the less important subjects. Teachers should nurture a reading culture and improve on teaching infrastructure.

3.4.4 German Paper 3 (502/3) GERMAN ORAL

This paper consists of a reading aloud passage, a presentation of a chosen topic and a discussion with the examiner on an already presented topic or a related one. Articulation, pronunciation and intonation is tested. There was slight improvement in the mean score from 17.07 in 2019 to 17.92 in 2020. The following is an overview of what was tested in each question in the year 2020.

Question 1 required the candidate to read the given text with proper pronunciation, intonation and enunciation of the German Language.

Question 2 revolved around digital technology. It was about radio and internet access. At this age candidate ought to be exposed to authentic German audio-visual texts that can enhance their pronunciation.

Question 3 Part II, the candidates were presented with four questions and were supposed to choose one. After careful selection, they were required to speak about it in a detailed manner and then respond to some questions.

Question 4 was on presentation on current and emerging issues.

Question 5 demanded candidate to make an oral presentation in class or through partner or group work for those with big numbers.

Weaknesses

In this year's reading aloud passage, there were quite a good number of candidates with wrong intonation and mother tongue interference. It was noted that in the presentation of a chosen topic, some candidates were not detailed in their presentations. Topics were not well covered or vocabulary was lacking.

Advice to teachers

Teachers should avail to the candidates authentic listening materials for practise and encourage students to do online exercises. Schools should equip their German rooms with CD players/Radios. The candidates should also be encouraged to discuss in German familiar topics in class, outside of class with their peers to promote their interaction with each other.

The candidates should be prepared as early as form two for discussion topics to ensure their proficiency in the language and to build their confidence in speaking German language.

3.4.5 GENERAL COMMENTS ON TEACHING AND LEARNING OF GERMAN

- 3.4.5.1. Candidates need to be encouraged to pursue German as a foreign Language as it offers them greater opportunity as global citizens.
- 3.4.5.2. With the Competency Based Curriculum, the candidature will definitely rise up and this requires more resources both physical and human resource.
- 3.4.5.3. Learners need to be exposed to more German authentic texts.
- 3.4.5.4. Teachers need to discourage rote memorization of German texts. They should encourage reading for Comprehension but not reading for the sake of reading.
- 3.4.5.5. Teachers should create more time for the subject due to the fact that the Language is being learnt in an artificial environment.
- 3.4.5.6. Schools should equip their German rooms with CD players/Radios. This will avail the students more access to learning the language.
- 3.4.5.7. The candidates should also be encouraged to discuss in German familiar topics in class, outside of class with their peers to promote their interaction with each other.
- 3.4.5.8. The candidates should be prepared as early as form two for discussion topics to ensure their proficiency in the language and to build their confidence in speaking German language.
- 3.4.5.9. Students should be exposed to fairy tales as early as possible for them to be familiar with the language used and how to handle questions.
- 3.4.5.10. Teachers should strive to guide their students on how to answer reading comprehension questions without lifting answers directly from text but rather their own interpretation of the texts.
- 3.4.5.11. The teachers should ensure that the Learners follow instructions and compositions are within the prescribed word limit. Learners should also be exposed to more written German literature and creative texts.